

Rhode Island Department of Education

Office of Adult Education

Checklist for Conducting

NRS Data Quality Standards Self-Assessment


Instructions for Using this Checklist

This checklist has been designed by the Rhode Island Department of Education (RIDE) to assist program managers, MIS personnel, and other state agencies to conduct a self-assessment audit of current program policies, procedures and practices against data quality standards as specified by the NRS State Data Quality Standards. Specifically, the checklist is a tool for identifying gaps and inconsistencies on the one hand, as well as congruence existing between current policies, practices and procedures for quality data management and those required by the NRS. It also provides a means for capturing and documenting improvement goals in areas where significant variances exist between present program practices and NRS requirements.

It is recommended that the user of this checklist follow these basic steps in preparing for, and then while conducting, the NRS self-assessment audit.

1. Become thoroughly familiar with the NRS State Data Quality Standards and RIDE adult education policies, procedures and practices supporting the Data Quality Standards prior to conducting your own audit (see www.nrsweb.org).
2. Become familiar with the content and user rating requirements of RIDE's Checklist. Specifically please note the following:
 - a. **Column A** indicates the content areas that define high quality data collection systems. (i.e., "Data Foundation" or "Data Collection").
 - b. **Columns B** lists the specific **critical program elements** defining the broad NRS standard listed in column A.
 - c. **Column C** presents the types of background material, records, documentation, etc. that can serve as verifying evidence to warrant a "Yes" response in column D – indicating that for a given program element verifying evidence exists. The types of potential evidence listed in the Checklist are merely examples, others maybe just as suitable and can be substituted.
 - d. **Column D** lists the self-assessment ratings to be used for each element listed in the column. The rating scale is **Y = Yes, N = No, or DK = Don't Know**. Each element should have a rating. At the end of each broad NRS standard being rated is a place for a "Summary Score – Total number of Y's". You should count the number of Y's you assigned to the rated elements and indicate the total in the appropriate place.
 - e. **Column E** "Comments: Issues, Improvement Goals" is for capturing and documenting issues or improvement goals to rectify the variance noted between program practices and NRS requirements.
 - f. After you have rated all elements in each content area in the checklist add up all of the Y's you provided in the checklist and note the total score.
 - g. To interpret your score compare it to the following suggested NRS performance levels:
Less than 37 Y's = Unacceptable

38 – 47 Y's = Program is Acceptable
48 – 57 Y's = Program is Superior
58 Y's and above = Program is Exemplary

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	<u>A. Written assessment policy (cont.):</u> Does the program have a written assessment policy that provides information and documentation on the following policy elements: 7. Established uniform time to administer the initial assessment? 8. Procedures for placing students in the appropriate level based on the initial assessment? 9. Established uniform time to administer the posttest? 10. Program has established procedure, for collecting SSNs and managing when it is unavailable? 11. Procedures for determining level of advancement of students based on the posttest or follow-up assessment?	Same as #1-6 above.  Student records are filed for minimum of 5 years; SSN completion is considered on student enrollment and update form; if no SSN is available RIDE policy is followed to create a pseudo SSN in CALIS Documentation of procedure will be included in agency assessment policy.	7. Y N DK 8. Y N DK 9. Y N DK 10. Y N DK 11. Y N DK	

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation (cont.) This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	<u>A. Written assessment policy (cont.):</u> Does the program have a written assessment policy that provides information and documentation on the following policy elements: 12. Guidelines for providing staff training in the administration of the test, including timing of test, scoring and providing feedback to students? 13. Program guidelines on standards or requirements for the percentage of students to be pre- and posttested?	Training Outline, materials, etc.. Meet or exceed the RIDE-required pre-test-post-test match minimum for the FY. Reference grant proposal.	 12. Y N DK 13. Y N DK	
Summary Score for Written Assessment Policy: Number of Ys				

I. Data Foundation (cont.)

This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.

A. Written assessment policy (cont.):

Does the program have a written assessment policy that provides information and documentation on the following policy elements:

12. Guidelines for providing staff training in the administration of the test, including timing of test, scoring and providing feedback to students?

13. Program guidelines on standards or requirements for the percentage of students to be pre- and posttested?

Training Outline, materials, etc..


Meet or exceed the RIDE-required pre-test-post-test match minimum for the FY. Reference grant proposal.

12. Y N DK

13. Y N DK

11

Summary Score for Written Assessment Policy: Number of Ys


(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	B. <u>Written Goal-Setting Policy:</u> Does the program have a written goal-setting policy that provides information and documentation on the following policy elements? 1. Program procedures to orient students and help them set goals for instruction? 2. Written procedure includes identification of attainable short-and-long term goals? 3. Documented method for identifying NRS follow-up goals appropriately? 4. Procedures for supporting student follow-up to determine goal attainment? 5. Forms and procedures to enter student demographic and goal information into your program's database?	1.Copy of documented agency goal-setting policy. 2. Program staff has copy and has been trained. 3..Copy is available at program site with training agenda, materials, sign-in sheet, evaluations, etc. 4.. During a site review or phone review, staff can identify the sections related to these policies. Kept on file, in manual. 	1. Y N DK 2. Y N DK 3. Y N DK 4. Y N DK 5. Y N DK	
Summary Score for Written Goal-Setting Policy: Number of Ys				

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	C. <u>Written Follow-up Methodology Policy (cont.)</u>: Does the program have a written follow-up methodology policy that provides information and documentation on the following policy elements? 10. Procedures for conducting follow-up for each of the following measures: 10a Entered Employment? 10 b Retained Employment? 10 c Obtain a GED? 10d Enter Postsecondary?	1.Copy of documented agency follow-up material. 2. Program staff has copy and has been trained. 3. Copy is available at program site with training agenda, materials, sign-in sheet, evaluations, etc. 4. During a site review or phone review, staff can identify the sections related to these policies. Kept on file, in manual.	10a Y N DK 10b Y N DK 10c Y N DK 10d Y N DK	

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	C. <u>Written Follow-up Methodology Policy (cont.)</u>: Does the program have a written follow-up methodology policy that provides information and documentation on the following policy elements? 11. If the program uses the survey follow-up method for any measure, does the program have procedures for taking steps (i.e., through data review, discussion with staff or observation) to verify that the survey is being conducted according to NRS guidelines?	Review of survey records, review of script, review of survey data reports	11. Y N DK	
Summary Score for Written Follow-up Methodology Policy: Number of Ys				

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
I. Data Foundation This content area addresses whether the program has in place the foundation for collecting quality data that meet NRS guidelines. Standards measure whether the program has policies for assessment, follow-up and goal setting; whether programs know those policies and whether validity studies are conducted to ensure processes are adequate.	<u>D. Written Student Demographics Policy:</u> Does program provide written documentation and definitions for NRS data elements? 1. Program has written definitions for all measures defined according to NRS requirements? a. Demographics? (i.e. ethnicity, work status) b. Attendance – Contract Hours?	1.Intake Form 2. Documentation for data definitions 3. Attendance Records 4. Attendance and teacher hours entered into CALIS on a bi-weekly schedule	1a. Y N DK 1b. Y N DK	
Summary Score for Written Student Demographics Policy: Number of Ys				

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
II. Data Collection and Verification Objective: This area measures whether the program collects measures according to NRS guidelines, using procedures that are likely to result in high reliability and validity. Standards also address whether data are collected in a timely manner, are systematically checked for errors and whether the program also have processes for verifying the data.	A. <u>Data Collection and Verification (cont.):</u> Does the program collect measures according to NRS guidelines, using procedures that enhance high reliability and validity? 13. Program has procedures for regular contact with staff on data issues to identify problems and to provide assistance?	(Minimum of 2) Personal mentoring, phone calls, e-mail, staff bulletins, etc Records include phone or contact log, copies of publications, agenda, sign-in sheet, meeting evaluations	13. Y N DK	
Summary Score for Data Collection and Verification Policy: Number of Ys				

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
III. Data Analysis and Reporting: The quality standards in this content area include whether the program has systems for analyzing and reporting data, including appropriate databases and software. The standards also address whether reports are produced regularly, are used to check for errors and missing data, meet NRS and state needs, and are useful to staff for program management	A. <u>Data Analysis and Reporting:</u> Does program have systems for analyzing and reporting data? 1. Program staff can use CALIS to produce NRS required reports for state, including federal NRS tables? 2. Program staff person is assigned to review NRS reports for errors and missing data and obtains corrected data? 3. Program data system is capable of reporting disaggregated data by subpopulation (e.g., student age, race, sex, etc.)?	Agency NRS tables produced by CALIS  Designated staff follows procedures. Staff is capable of producing canned reports from CALIS and is able to analyze data.	1. Y N DK 2. Y N DK 3. Y N DK	

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
III. Data Analysis and Reporting: The quality standards in this content area include whether the program has systems for analyzing and reporting data, including appropriate databases and software. The standards also address whether reports are produced regularly, are used to check for errors and missing data, meet NRS and state needs, and are useful to staff for program management	A. <u>Data Analysis and Reporting (cont.):</u> Does program have systems for analyzing and reporting data? 5. Program can access data reports that are useful for program management and improvement? 6. Program staff uses data for program management and improvement? 7. Program has documented procedures for dealing with analysis problems and deviations and takes corrective action?	 Program has printed CALIS reports and can use data to make decisions. Responses will vary: example: 1. Certain data errors & performance helped determine what topics for professional development, training, workshops, etc. 2. When reports show low ESL post-test %, hired ESL assistant to improve % of ESL learners post-tested (i.e., Agenda, sign-in sheet, evaluations , etc.) Responses will vary. Examples: 1. Appropriate Program Site Locations: Learner residency location data used to locate instruction based on need, which resulted in new class site. 2. Timely Post-testing: Used contact hours data % pre-post test data to provide evidence to instructors that learners need to be post-tested on a timely basis	 5. Y N DK 6. Y N DK 7. Y N DK	

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
III. Data Analysis and Reporting: The quality standards in this content area include whether the program has systems for analyzing and reporting data, including appropriate databases and software. The standards also address whether reports are produced regularly, are used to check for errors and missing data, meet NRS and state needs, and are useful to staff for program management.	A. <u>Data Analysis and Reporting (cont.):</u> Does program have systems for analyzing and reporting data?			
	8. Program compares current data with data from previous years for trends in good and bad performance, discrepancies, and reasonableness? 9. Program has procedures to verify that reports accurately reflect data collected (e.g., through review of program documentation)?	Various statistical data from the past 3 years is on file and reviewed for these purposes. Express as a process: Include such elements as: 1. Individual learner records match with RIDE data & discrepancies addressed with instructor 2. On-site class visits scheduled for review of record-keeping & consistency with RIDE data 3. Individual learner records maintained on site for 5 prior fiscal years (minimum). Use Completed report verification checklist or completed program doc	8. Y N DK 9. Y N DK	
Summary Score for Data Analysis and Reporting: Number of Ys				

(A) NRS Data Quality Standard	(B) Critical Program Elements	(C) Evidence	(D) Ratings - Circle: Y N DK	(E) Comments: Issues, Improvement Goals
IV. Staff Development Objective: The standards under this area address whether the program has systems for providing professional development of staff on the NRS including training on data collection, measures, assessment, goal setting and follow-up procedures. Standards also focus on whether the training is ongoing and continuous, meets the needs of program staff and is designed to improve data quality	A. NRS and CALIS Staff Development (cont.): Program has systems for professional development of staff on the NRS? 7. Program has on-going technical support to staff to improve survey follow-up procedures? 8. Program has developed and is implementing a plan for on going staff development on NRS and data use issues to promote continuous improvement? 9 Program has timely intervention strategies to identify data problems as they occur and to provide training to staff to correct the problems?	Express as a procedure, such as: 1. CALIS manual or program handbook provided to staff at all sites 2. Appropriate orientation/Review/Update Training provided 3. Staff meetings held (indicate frequency) 4. Phone calls, e-mails, memos, etc. sent as needed 5. Individual or small group meetings held, as needed.	7. Y N DK	
		Same as above	8. Y N DK	
		Express as procedure, such as: 1. Monitor completed data collection forms 3. Observe targeted teachers and classes 4. Resolve data problems discovered by providing (indicate program's practiced methods – individual, small group, whole group, mentoring, etc.) training or assistance	9. Y N DK	
Summary Score for NRS and CALIS Staff Development: Number of Ys				

FINAL SCORE :	Total Number of Y's on Checklist
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<p>SELF-ASSESSMENT CHECKLIST SCORE INTERPRETATION:</p> <p>If Your Total Number of Y's Checked Is:</p> <p>Less than 37 = Program is Unacceptable</p> <p>38 – 47 = Program is Acceptable</p> <p>48 – 57 = Program is Superior</p> <p>58 and above = Program is Exemplary</p>
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APPENDIX A: RESPONSES TO OPEN-ENDED NRS QUESTIONS

Instructions:

Some questions in the above NRS Data Quality Standards Checklist call for additional clarification or written response. Where appropriate, provide such information where it is asked for. If the question is not appropriate or required, leave it blank.

I. Data Foundation

C. Written Follow-Up Methodology:

11a. If program uses the survey follow-up method for any measure, has program taken steps [i.e., through data review, discussion with staff or observation] to verify that the survey is being conducted according to NRS guidelines? (If yes, briefly describe your verification procedures:

II. Data Structure

A. Data Collection and Verification

9. Program has additional staff person assigned with clear responsibilities to check for potential errors by staff person conducting data collection and entry activities? (If yes, please explain error checking procedures, including what data are checked and how often).

II. Data Structure

A. Data Collection and Verification (cont.)

14. Program has a regular system for verifying (through software, onsite auditing, contact with program staff) that the program is following state data collection procedures? (If yes, briefly describe the methods used for verification, including use of the correct assessments and assessment forms, reporting of accurate score ranges for placement and for reporting advancement for accountability)

B. Data Analysis and Reporting

6. Program can access data reports that are useful for program management and improvement? (If yes, briefly describe the usefulness of two reports produced by your system).

7. Program staff uses data for program management and improvement? (If yes, please provide at least one example of use of data for this purpose in the last year).

10. Program has procedures to verify that reports accurately reflect data collected (e.g., through review of program documentation)? (If yes, describe the report verification process).

C. NRS and CALIS Staff Development

1. Program provides opportunities for staff to be trained on general NRS requirements, including assessment policy and procedures, follow-up policies and goal-setting procedures? (If yes, please briefly describe when the most recent training occurred, its duration and about what percent of staff attended).

7. Program has planned, continuous training (at least one training annually) on data collection and NRS issues? (If yes, briefly describe the frequency, duration and content of trainings).

8. Program plans for and delivers NRS training based on needs of staff and evaluations of previous training ? (If yes, briefly describe your needs assessment process).

9. Program has on-going technical support to staff to improve survey follow-up procedures, such as collecting the data and setting goals? (If yes, please describe the support and how it is provided).

12. Program has timely intervention strategies to identify data problems as they occur and to provide training to staff to correct the problems (If yes, briefly describe the process).
